



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

A History of Higher Education in America. By CHARLES F. THWING. New York: D. Appleton & Co., 1906. Pp. xiii+501. \$3.

There are several standpoints from which one might conceivably write a history of higher education on America, and each would have its advantages. President Thwing has given an eminently readable and human account of the history of higher education with especial attention to the story of older colleges. The beginnings of Harvard and Yale occupy nearly one-fifth of the book. It must be confessed, moreover, that these beginnings have a fascination for the twentieth-century reader. The methods of discipline, the customs and studies of those days seem, if possible, more remote than any other aspect of the culture or life of the time. The author has given numerous original documents, extracts from diaries, and codes of rules, which enable one to enter sympathetically into the troubles of the freshman and still greater troubles apparently of the governing powers. It seems hard to realize that it is only one generation since it was the custom at Yale, as the present writer was personally assured, for every tutor rooming in a college building to have an extra set of window sash always on hand in the room, so that, after frolicsome students had broken out all his glass and gone away, he might replace his windows and not be exposed to the elements during the night.

After the full treatment of the early colleges, a more comprehensive survey of general movements is afforded in successive chapters—"Beginnings of the National Movement," "The French Period," "Colleges of and for an Advancing People," and "In Southern States." Special features are also taken up in certain chapters on "The Course of Study," "Financial History," "Education of Women," "Undergraduate Affairs and Undertakings," "Architecture," and "Libraries." The subject whose treatment many will find least satisfactory is touched upon in chapter xx, "Graduate and Professional Instruction and Degrees." The extraordinary development which has taken place in professional work is very slightly sketched, and the underlying principles involved in the development of graduate work are given very brief treatment. Another important feature which would have been of special interest to readers of the *Review*, if treated, would be the relation of a higher to secondary education. But to mention various subjects of this sort, which might very well have formed the point of departure for a book, is only to illustrate the opening statement that one might write a history of higher education in various ways. President Thwing's book is certainly one interesting treatment, and we may hope others will follow.

J. H. T.

The Recitation. By SAMUEL F. HAMILTON, Ph.D. Philadelphia: Lippincott, 1906. Pp. 369.

The author, who is superintendent of schools for Allegheny County, Pa., has aimed in this book to make plain to younger teachers the general principles of the Herbartian pedagogics. The presentation is clear and orderly; the subdivision of topics is minute; the repetition of the chief points in a summary at the end of each chapter is retained from the original lecture form in which the material was presented. The book contains, moreover, a great deal of good